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IMPACT

**The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel**

2011–2012

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

GROUP 2a
Early Childhood Education Teachers



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Dear DCPS Community,

Throughout my thirteen years working with DCPS, I have been continually humbled and inspired by our students' talents, resilience, and potential. And I know that you, the educators in our schools, are the key to unleashing their brilliance and opening a world of possibilities for them.

Because so much depends on our ability to serve our students with excellence, we introduced the Teaching and Learning Framework and IMPACT in 2009 to focus us all on what it would take to make DCPS the highest performing district in the nation.

This year, we are working towards the same high expectations — but we are also committed to providing educators with better support. We are excited about the new curricular materials that we will put in teachers' hands as we begin to implement the rigorous Common Core State Standards. Teachers will also receive more intensive classroom guidance from instructional coaches, and we will launch an extensive library of professionally-produced lesson videos — filmed in DCPS classrooms — that will show great teachers in action. We have worked hard to provide other school-based staff members with high-quality professional development, and we will continue our efforts to make this support even better.

To learn more about these and other ways we will support you, please see the *Supporting Your Success* section of this guidebook.

As educators, we have the responsibility to put our students on a path to success now and later in life. Let this year be a chance to embrace it with renewed energy, focus, and optimism.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis



GROUP 2a: OVERVIEW

Who is in Group 2a?

Group 2a consists of all preschool, pre-kindergarten, and kindergarten teachers except those who are special education teachers.

Why have early childhood education teachers been moved to Group 2a?

Group 2a was created because early childhood education teachers will now be assessed by an adapted version of the Teaching and Learning Framework. This rubric and additional information about how it was developed appear on the pages that follow.

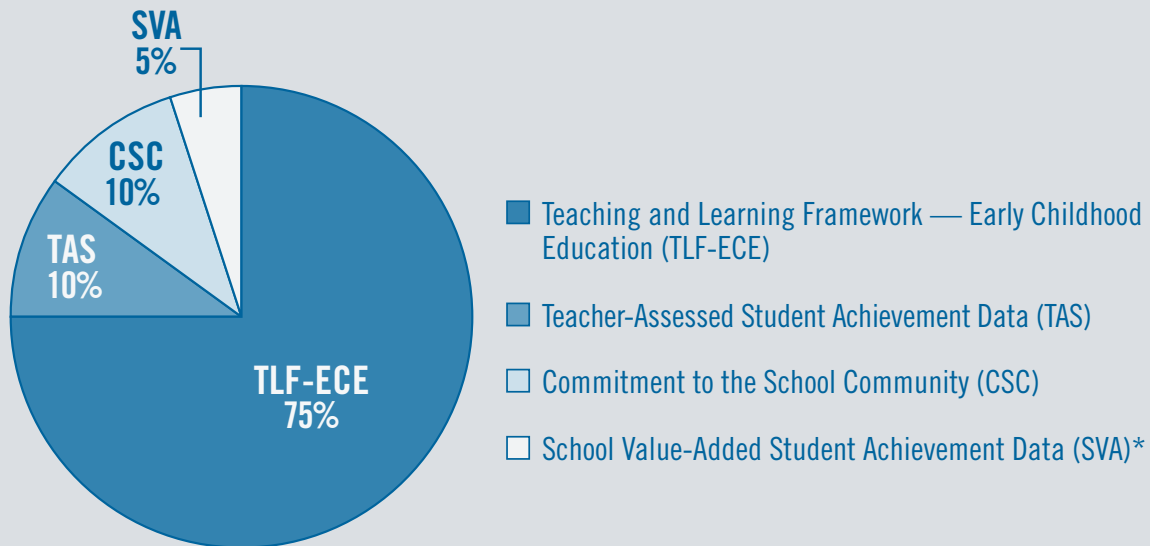
All other IMPACT components for early childhood education teachers have remained the same.

What are the IMPACT components for members of Group 2a?

There are five IMPACT components for members of Group 2a. Each is explained in greater detail in the following sections of this guidebook.

- **Teaching and Learning Framework — Early Childhood Education (TLF-ECE)** — This is a measure of your instructional expertise. This component makes up 75% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 5% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 2a



**In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

What is the Teaching and Learning Framework — Early Childhood Education?

The Teaching and Learning Framework is the school system's definition of effective instruction. It outlines the key strategies that we believe lead to increased student achievement. As the graphic to the right illustrates, the Framework has three “domains,” or sections: Plan, Teach, and Increase Effectiveness.

For Group 2a teachers, the Teach section of the Framework has been modified to create the Teaching and Learning Framework — Early Childhood Education.

Why do we need a Teaching and Learning Framework — Early Childhood Education?

The Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective instruction, which enables us to align all of our professional development. Second, it provides clear expectations for teachers, thereby creating the foundation for a comprehensive assessment system like IMPACT.

An adaptation of the Framework was developed for early childhood education in response to feedback from teachers, administrators, and master educators requesting more specific guidance tailored to this distinct developmental phase. Feedback indicated that it would be especially helpful to have additional clarity on best practices during certain parts of the early childhood day, such as group meetings and center time.

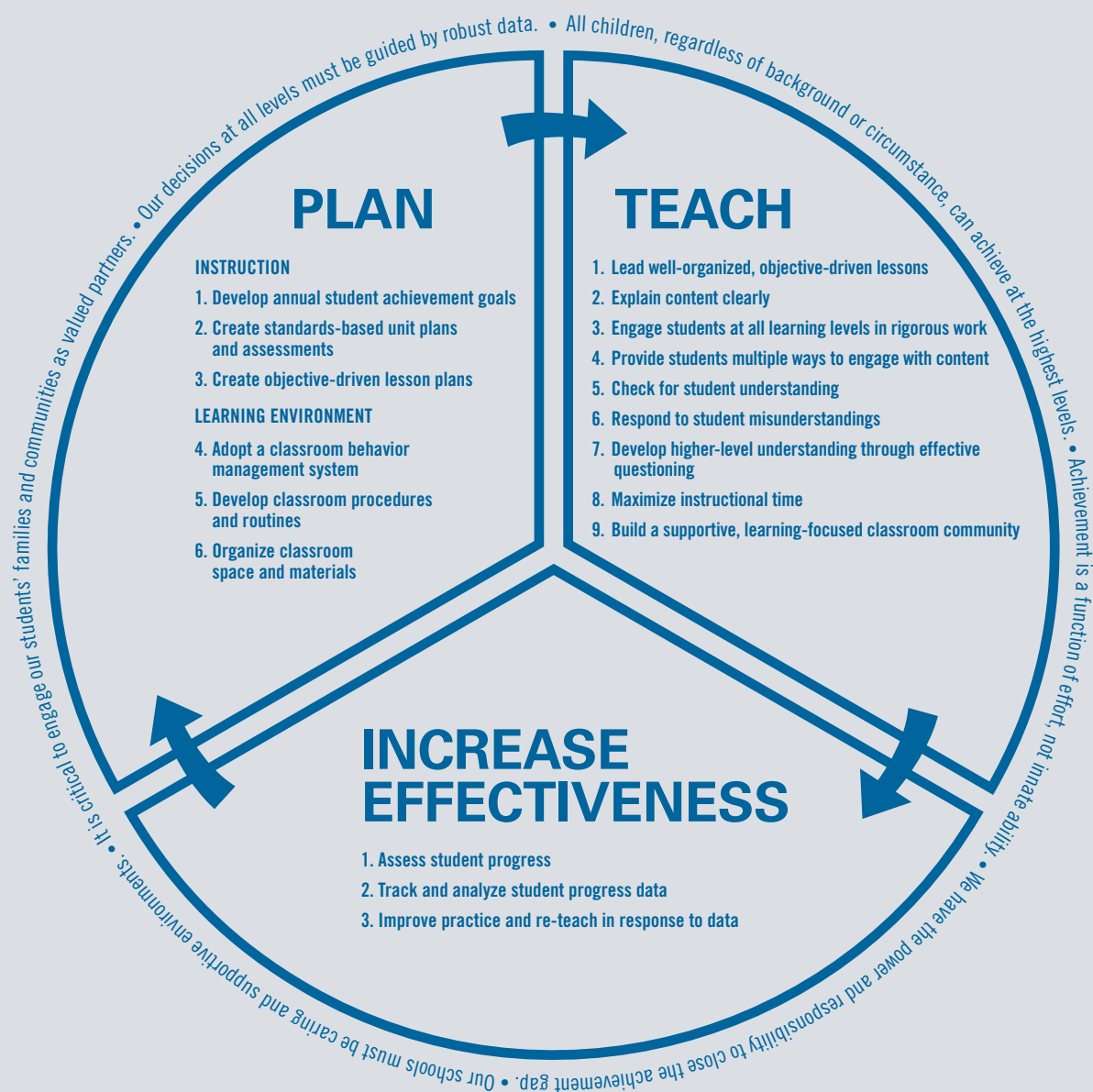
Who developed the Teaching and Learning Framework — Early Childhood Education?

Teachers, administrators, instructional staff from the DCPS central office, and many others participated in the development of the original Teaching and Learning Framework during the 2008–2009 school year. As part of that process, we consulted numerous sources, including those listed below.

The development of the early childhood education adaptation during the 2010–2011 school year was also a collaborative effort — master educators and staff members from the Office of Early Childhood Education developed the content, and teachers and school leaders provided input during the revision process.

- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*
- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeves' *Unwrapping the Standards*
- Grant Wiggins & Jay McTighe's *Understanding by Design*
- Insight Education Group's *Strategic Design for Student Achievement*
- Martin Haberman's *Star Teacher*
- Massachusetts' *Principles for Effective Teaching*
- Mike Schmoker's *Results Now*
- National Board's *Professional Teaching Standards*
- New Teacher Center's *Developmental Continuum*
- New York State's *Teacher Certification Framework*
- North Star Academy's *Teacher Evaluation Rubric*
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Robert Pianta's *Classroom Assessment Scoring System*
- Teach for America's *Teaching as Leadership*
- Texas' *TxBess Framework*

TEACHING AND LEARNING FRAMEWORK



How is the Teaching and Learning Framework — Early Childhood Education different from the original framework?

All nine Teach standards have remained the same. However, the rubric language has been revised to better reflect best practices in early childhood education settings, and for selected Teach standards, specific descriptors for effective group meetings and centers have been added.

How will my proficiency in the Teaching and Learning Framework — Early Childhood Education be assessed?

Your proficiency will be assessed through formal classroom observations according to the rubric at the conclusion of this section.

Will I be assessed on the entire Teaching and Learning Framework — Early Childhood Education this year?

No. We are only assessing teachers on the Teach domain during the 2011–2012 school year.

How many formal observations will I have?

You will normally have five formal observations: three by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Some exceptions are described later in this guidebook in the Putting It All Together section.

How will teachers who have earned Highly Effective ratings two years in a row be assessed this year?

Teachers who have earned Highly Effective ratings during both of the last two school years will receive two observations by December 1 — one conducted by an administrator and one conducted by a master educator (see the next page for more information). If the average score from these two observations is 3.5 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive observations for the rest of the year. If the average score is below 3.5, the teacher will continue on the normal observation schedule.

Please note that teachers who are shared between two schools will receive an observation by each of their administrators by December 1. These scores will then be averaged together, along with the score from the first master educator observation, to determine whether shared teachers are eligible for a reduced number of observations this year.

What is a master educator?

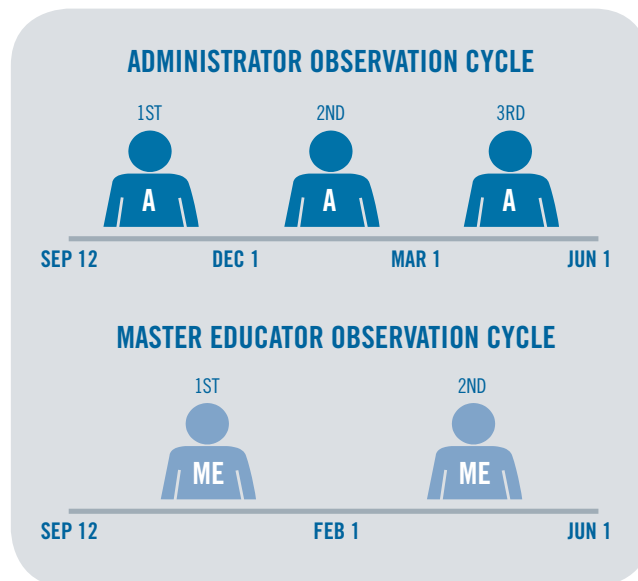
A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school to conduct their observations. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that a perfect pairing cannot always be achieved.

Where did the idea for the master educators come from?

The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher, who was familiar with their content area, to be a part of the assessment process.

When will my formal observations occur?

Over the course of the year, your administrator (principal or assistant principal) will conduct three formal observations and a master educator will conduct two. The first administrator observation will occur between September 12 and December 1, the second between December 1 and March 1, and the third between March 1 and June 1. The first master educator observation will occur between September 12 and February 1. The second will occur between February 1 and June 1.



Will the formal observations be announced or unannounced?

The first administrator observation will be announced. All other observations will be unannounced.

How long will the formal observations last?

Each formal observation will be at least 30 minutes.

Can I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may mention a particular student's IEP, provide clarification on



the curricular model you are using, or share other information about your class, students, or lesson that would allow your master educator to give you more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcps.dc.gov>. You may submit it at any time, but we encourage you to do so no later than 24 hours following your observation, so that your master educator has an opportunity to review it prior to writing your observation report and meeting with you during the post-observation conference.

Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

Please note that your final post-observation conferences (Cycle 2 for master educator observations and Cycle 3 for administrator observations) must be completed by June 14.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by going to <http://impactdcps.dc.gov>.

How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the Teach domain of the Teaching and Learning Framework — Early Childhood Education. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your five observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Will I have any informal observations?

Administrators are encouraged to conduct informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

If I have additional questions about the Teaching and Learning Framework — Early Childhood Education, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/1	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/1	OVERALL (Average of Cycles)
TLF-ECE SCORE (Average of Teach 1 to Teach 9)	3.7	3.8	3.7	3.7	3.8	3.7
Teach 1: Lead Well-Organized, Objective-Driven Lessons	3.0	4.0	4.0	4.0	4.0	
Teach 2: Explain Content Clearly	4.0	3.0	4.0	4.0	4.0	
Teach 3: Engage Students at All Learning Levels	4.0	4.0	4.0	4.0	4.0	
Teach 4: Provide Students Multiple Ways to Engage	3.0	4.0	3.0	3.0	4.0	
Teach 5: Check for Student Understanding	4.0	4.0	4.0	3.0	3.0	
Teach 6: Respond to Student Misunderstandings	4.0	3.0	4.0	4.0	4.0	
Teach 7: Develop Higher-Level Understanding	4.0	4.0	4.0	4.0	4.0	
Teach 8: Maximize Instructional Time	3.0	4.0	3.0	3.0	4.0	
Teach 9: Build a Supportive, Learning-Focused Classroom	4.0	4.0	3.0	4.0	3.0	



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: PLAN

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF-ECE P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS		
TLF-ECE P1A	Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.	Teacher develops a measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.
TLF-ECE P1B	All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
TLF-ECE P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS		
TLF-ECE P2A	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; and 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”).
TLF-ECE P2B	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
TLF-ECE P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS		
TLF-ECE P3	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher develops a **measurable** annual student achievement goal for her/his class.

Teacher develops a **general** annual student achievement goal for her/his class **OR does not develop** a goal at all.

Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; and 2) **articulating** well-designed essential questions for each unit.

Teacher **does not plan units by identifying** the DCPS content standards that her/his students will master in each unit **OR does not articulate** well-designed essential questions for each unit.

For any given unit, **half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

For any given unit, **less than half** of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

Based on the long-term plan, the teacher plans daily lessons by **identifying** lesson objectives that are aligned to the DCPS content standards.

Teacher has **little or no evidence** of daily lesson planning based on the DCPS content standards.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

Guidance in assessing this standard: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (for example, morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS (DURING WHOLE GROUP OR SMALL GROUP LESSONS WITH A DISTINCT OBJECTIVE)		
TLF-ECE T1	Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Almost all students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them. Older students, including kindergarten students, may authentically explain why what they are learning is important. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences. • The teacher makes connections between the topics of discussion and broader classroom themes, projects, studies, and investigations, and guides the students in making these connections independently, as appropriate to students' developmental levels. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson. • The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective; students might demonstrate through their actions that they understand what they are learning and doing; or students, as appropriate to their developmental levels, might explain what they are doing. • Most students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them. • The lesson builds on students' prior knowledge in a significant and meaningful way, as appropriate to the objective. • The lesson is well-organized: all parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.

Notes:

1. Early childhood students may not explain what or why they are learning using the same terms that the teacher would use to state the objective and its importance. For example, they may say they are “playing with sand” as they work at the sand table, while the teacher’s objective for this center may be much more specific and focused on a discrete academic goal or fine motor skill. This is a developmentally appropriate way for children to understand their work.
2. In some cases, it is not appropriate to state an objective for a lesson. For example, this might be true in an inquiry-based lesson or in a class that uses a Montessori or Reggio Emilia model. In these cases, an observer should assess the teacher based on whether students are engaged in work that moves them toward mastery of an objective, even if this is not stated to students.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at leading well-organized, objective-driven lessons.	Teacher is ineffective at leading well-organized, objective-driven lessons.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson. • The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language. • Some students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them. • The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson. • Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing more than one component, the objective may not convey what students are learning and what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught. • The teacher may not state the objective, or students may be unclear or confused about what they are learning and doing. • Few students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them. • The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective. • The lesson may be generally disorganized: different parts of the lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.

Tools of the Mind Note:

1. Tools of the Mind lessons are designed so that the teacher may work on different objectives for individual students. For example, during a Graphics Practice lesson, most of the students should be working on following multi-step directions and pre-writing strokes, but some students might be working on the physical self-regulation objective of being able to inhibit their actions, as evidenced by being able to start and stop making a mark on their boards with a musical cue.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

Guidance in assessing this standard: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (for example, morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS (DURING A GROUP MEETING)		
TLF-ECE T1	Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students assume some responsibility for the components of the meeting in a significant and meaningful way. • The teacher makes connections between the topics of discussion and broader classroom themes, projects, studies, and investigations, and guides the students in making these connections independently, as appropriate to students' developmental levels. • Almost all students demonstrate through their attention to or excitement about the content of the meeting that the meeting is important to them. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher implements the meeting in a way that is purposeful and intentional. There is a clear purpose to the meeting. • The teacher authentically integrates or embeds a variety of developmental objectives, including language, cognitive, and socio-emotional skills and concepts, into the meeting. • The teacher facilitates the meeting in a way that effectively promotes a strong sense of community. For example, students might have opportunities to greet one another, discuss shared experiences, plan together, sing, and otherwise enjoy each other's company. • During morning meeting, students are actively engaged in discussing and planning for the day.

Note:

1. Examples of group meetings include morning meeting, closing meeting, or other group meetings held during the day.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- The purpose of some parts of the meeting may not be clear.
- The teacher attempts to integrate developmental objectives, including language, cognitive, or socio-emotional skills and concepts, into the meeting but only sometimes does so effectively.
- The teacher attempts to facilitate the meeting in a way that promotes a strong sense of community, but may not always do so effectively.
- During morning meeting, the teacher may state the plan for the day, but there are limited opportunities for students to be actively engaged in discussing and planning for the day.

Teacher is **ineffective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- There is no clear purpose to the meeting.
- The teacher may focus on a series of academic objectives that are taught in isolation, or may attempt to integrate developmental objectives, including language, cognitive, or socio-emotional skills and concepts, into the meeting but rarely or never does so effectively.
- The teacher does not facilitate the meeting in a way that effectively promotes a strong sense of community.
- During morning meeting, there are no opportunities for students to be actively engaged in discussing and planning for the day.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

Guidance in assessing this standard: Teach 1 includes three separate sections: whole group or small group lessons with a distinct objective, group meetings, and center time. To assign a rating, observers should refer to the section that best applies to the instruction that is observed. If two different lessons or activities are observed (for example, morning meeting, followed by center time), the observer should average the scores appropriately based on how much time in each lesson or activity is observed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS (DURING CENTER TIME)		
TLF-ECE T1	Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Almost all students exhibit purposeful and sustained engagement with the materials, their peers, and/or adults. • Most of the centers, as appropriate, provide opportunities to reinforce content related to a theme or classroom study, and to connect the centers to students' lives and experiences. • Objectives for development and learning or academic goals are authentically integrated into students' play in centers. For example, the teacher might encourage students to use or to make signs and symbols (for example, open/closed, stop, do not touch, be careful) within their play, record and compare their measurements, or label their drawings and paintings. The students might demonstrate these skills independent of the teacher. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Almost all centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play. • Almost all centers are designed to foster students' sense of initiative and curiosity, active exploration of materials, and engagement with materials, peers, and adults. • Most students exhibit purposeful and sustained engagement in centers and maintain focus as they play. • The teacher interacts with students through questioning, dialogue, and provoking student interest and curiosity in ways that promote student learning and mastery of developmental goals and objectives through play, and is effective in doing so.

Notes:

1. In a kindergarten classroom at certain times of the day, it may be appropriate to have centers that are content-specific and designed to move students toward mastery of a particular objective. In these instances, centers should be assessed using the criteria for a small group lesson with a distinct objective.
2. For center time to be objective-driven, each center should be set up to support and encourage sustained engagement and learning through authentic, student-initiated, and student-directed play. In order to ensure that developmental goals and objectives are being addressed in centers:
 - Each center should allow students to pursue concepts of literacy, mathematics, science, social studies, arts, and technology.
 - Each center should include materials that provoke student interest and curiosity, encourage problem-solving, and encourage students to apply skills and concepts.
 - Teachers should add items to centers that support further exploration of the curriculum and are reflective of the students and their families.
 - Teachers should work and play with students in ways that promote student thinking and engagement, and encourage students to apply their skills and knowledge to their play.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at leading well-organized, objective-driven lessons.	Teacher is ineffective at leading well-organized, objective-driven lessons.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Most centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play, but others may not be clearly defined or may not be designed to promote a variety of skills and objectives. • Most centers are designed to foster students' sense of initiative and curiosity, active exploration of materials, and engagement with materials, peers, and adults. • Some students may remain purposefully engaged, while others may quickly lose interest in center activities. • The teacher sometimes interacts with students in ways that promote student learning and mastery of developmental goals and objectives through play. Some of these interactions are effective. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Few centers are clearly defined and designed to support and promote the development of a variety of skills and objectives through play. • Few centers are designed to foster students' sense of initiative and curiosity, active exploration of materials, and sustained engagement with materials, peers, and adults. • Few students may remain in their centers or most students may quickly lose interest in center activities. • The teacher rarely or never interacts with students in ways that promote student learning and mastery of developmental goals and objectives through play, or the teacher attempts to interact with students in these ways but these interactions are not effective.

3. In order for materials in centers to effectively support and promote the development of skills and objectives:

- Materials should be in good condition and vary in levels of difficulty.
- There should be enough materials for several students to work in a center at once, when appropriate, and to sustain student engagement.
- Books that are related to the theme or curriculum topic should be included in centers.
- Writing utensils and other props to prompt writing should be readily available in centers.
- New materials should be introduced to centers to accompany changes in unit or theme.

Tools of the Mind Note:

1. In a preschool or pre-kindergarten classroom, the primary focus during centers is the development of Mature Make Believe Play (MMBP) skills. These skills include focused attention, rich language, symbolic substitution, emotional regulation, and flexibility (for example, sharing or taking on another's perspective in play). Authentic integration of other cognitive or more traditional "academic" skills and objectives may be appropriate, though secondary, to the development of MMBP skills.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS (DURING CENTER TIME)

Examples of ways in which developmental goals and objectives can be integrated into play:

- The blocks center might support student learning in the areas of math, science, literacy, social studies, arts, technology, and writing by providing students with opportunities to think, collaborate, plan, problem-solve, build, and write about their work. For example, students might decide to make the blocks center their “neighborhood”. Students might begin by engaging in rich discussions about each of their home environments. During the following weeks, students might practice math, patterning, comparison, and spatial skills as they build buildings, houses, and other structures in the neighborhood. Finally, students might practice writing skills as they create street signs for their neighborhoods; signage for their buildings, homes, and mailboxes; and maps for their friends to get there. Books should be available for all aspects of this work as reference and to provide additional information and blueprints for their learning. Art might also be integrated throughout as students create and decorate their homes and neighborhoods.
- The dramatic play center might encourage students to develop language and social skills, math/numeracy skills, and literacy skills. For example, students might work together to create and agree upon complex play scenarios; use one-to-one correspondence to decide how many plates, napkins, and cups will be needed at the table; or use emergent writing skills to write a menu, take an order, make appointments in an appointment book, or create and use signs.
- The writing center might support student learning in the areas of math, science, literacy, social studies, arts, technology, and writing by providing students with opportunities to build on the learning that is taking place in other centers throughout the classroom. For example, in a classroom in which students are studying neighborhoods, as described above, the writing center might provide opportunities for students to create and deliver mail, make signs (for example, road or building signs), develop a system for numbering homes and buildings, write newspapers, create roles for themselves and their peers, and write descriptions for those roles.



Michael DeAngelis

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 2: EXPLAIN CONTENT CLEARLY		
TLF-ECE T2	Teacher is highly effective at explaining content clearly.	Teacher is effective at explaining content clearly.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Definitions are concise, fully explaining concepts in as direct and efficient a manner as possible. • The teacher effectively makes connections with other content areas, students' experiences and interests, current events, or a classroom theme or study, in order to build student understanding and interest. • Explanations, discussions, and interactions provoke student interest in and excitement about the content. • Some students begin to make connections independently, demonstrating that they understand the content at a higher level. • When appropriate, the teacher interacts with students in a way that actively involves them in the learning process, such as by facilitating opportunities for students to explain concepts to each other. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are clear, coherent, and developmentally appropriate. • The teacher gives clear, precise definitions and uses specific academic language in a developmentally appropriate manner when necessary. • The teacher emphasizes key points and provides explanations when necessary. • When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. • In order to promote language development, the teacher uses a broad vocabulary, including words that may be unfamiliar to students, and helps students develop an understanding of new and unfamiliar words. For example, the teacher might provide a synonym or brief explanation, use gestures or visuals, or use the word within a context that supports understanding. • The teacher effectively uses questioning, modeling, demonstration, and/or visuals to support verbal explanations, or, when appropriate, may use these techniques in place of verbal explanations. • During center time, or as appropriate throughout the day, the teacher engages in meaningful, in-depth verbal exchanges with students. For example, the teacher might ask questions about students' work and play, pose problems, make suggestions, identify what she or he has noticed or observed, make thoughtful comments that encourage students to think more deeply about their work and play, or encourage students to describe their work and ideas.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at explaining content clearly.

The following best describes what is observed:

- In cases in which the teacher is introducing content or providing explanations, some of the teacher's explanations may not be clear, coherent, and developmentally appropriate.
- The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language in a developmentally appropriate manner when necessary.
- The teacher may only sometimes emphasize key points or provide explanations when necessary, such that students are sometimes unclear about the main ideas of the content.
- When an explanation is not effectively leading students to understand the content, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.
- The teacher inconsistently promotes language development through the use of a broad vocabulary, and is sometimes effective in helping students develop an understanding of new and unfamiliar words.
- The teacher attempts to use questioning, modeling, demonstration, and/or visuals, but may not always do so in a way that leads to student understanding.
- During center time, or as appropriate throughout the day, the teacher sometimes engages in meaningful, in-depth verbal exchanges with students.

Teacher is **ineffective** at explaining content clearly.

The following best describes what is observed:

- In cases in which the teacher is introducing content or providing explanations, the teacher's explanations are rarely or never clear, coherent, and developmentally appropriate.
- The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language in a developmentally appropriate manner when necessary.
- The teacher may rarely or never emphasize key points or provide explanations when necessary, such that students are often unclear about the main ideas of the content.
- The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.
- The teacher rarely or never promotes language development or effectively helps students develop an understanding of new and unfamiliar words.
- The teacher does not effectively use questioning, modeling, demonstration, and/or visuals when doing so is necessary to build student understanding.
- During center time and other times throughout the day, the teacher rarely or never engages in meaningful, in-depth verbal exchanges with students.

Note:

1. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.



DISTRICT OF COLUMBIA
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TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK		
TLF-ECE T3	Teacher is highly effective at engaging students at all learning levels in rigorous work.	Teacher is effective at engaging students at all learning levels in rigorous work.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson, activity, or experience accessible to all students at different learning levels. • The teacher makes the lesson, activity, or experience challenging to all students at different learning levels. • During centers, it is clear that almost all students are engaged in work or play that supports and encourages them to develop and use new skills and concepts and to interact meaningfully with their peers. • The teacher continually supports students' engagement in more complex or mature levels of play. • The teacher provides meaningful opportunities for students to engage in reflecting on and documenting their play experiences and creations (for example, dictating to the teacher, drawing a picture of their creations, writing about an experience, or taking a photograph). 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson, activity, or experience accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience meets almost all students where they are. • The teacher makes the lesson, activity, or experience challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson, activity, or experience pushes almost all students forward from where they are. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered and student-initiated learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning. • To make centers accessible and challenging to students, each center includes materials that target a variety of developmental and skill levels and reflect students' unique interests, experiences, and cultures as appropriate. • The teacher effectively provides meaningful opportunities for students to plan their play through discussion, writing, or drawing. • The teacher consistently differentiates her/his interactions with students, based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess. For example, the teacher might ask questions to encourage the students to use more complex language, solve problems, apply skills, or make connections between their play and other content areas or experiences.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The teacher makes the lesson, activity, or experience accessible to most students; some students may not be able to access certain parts of the lesson, activity, or experience.
- The teacher makes the lesson, activity, or experience challenging to most students; some students may not be challenged by certain parts of the lesson, activity, or experience.
- While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate.
- To make centers accessible and challenging to students, some centers include materials that target a variety of developmental and skill levels and reflect students' unique interests, experiences, and cultures as appropriate.
- The teacher attempts to provide meaningful opportunities for students to plan their play through discussion, writing, or drawing, but may not always do so effectively.
- The teacher sometimes differentiates her/his interactions with students, based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess.

Teacher is **ineffective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The lesson, activity, or experience is not accessible to most students.
- The lesson, activity, or experience is not challenging to most students.
- The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.
- Few centers include materials that target a variety of developmental and skill levels and reflect students' unique interests, experiences, and cultures as appropriate.
- The teacher does not provide meaningful opportunities for students to plan their play when doing so would have been appropriate.
- The teacher rarely or never differentiates her/his interactions with students, based on students' individual developmental levels, characteristics, and needs, in order to address skills and concepts that are slightly beyond those that the students already possess.

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TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK

Examples of ways to make lessons, activities, and experiences accessible and challenging:

During **whole or small group lessons**:

- Asking more challenging questions
- Differentiating content, process, or product using strategies that might include flexible grouping or tiered assignments
- Gradually reducing the level of support provided
- Using a variety of strategies, including visuals, gestures, or demonstrations, to enable students to master challenges just beyond their current abilities

During **group meetings**:

- Encouraging students to lead portions of the meeting
- Encouraging students to make connections to academic content
- Encouraging students to use increasingly complex and detailed speech and to extend their thinking and comments
- Facilitating the meeting in a way that enables students to actively participate and develop skills and concepts appropriate to their developmental levels
- Supporting language development by repeating or expanding on students' responses, providing verbal commentary on the teacher's and the students' actions, and using appropriately complex language with students

During **center time**:

- Allowing students to choose their learning centers, and, to the greatest extent appropriate, to choose their activities within each center and the length of time spent in each center
- Encouraging students to apply their skills and knowledge to their play in a variety of ways
- Encouraging students to create increasingly complex play scenarios
- Encouraging students to generate, consider, discuss, and evaluate solutions to problems
- Including materials that allow students to work on a variety of skills at appropriate developmental levels



Katie Rossman



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

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LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
TLF-ECE T4	Teacher is highly effective at providing students multiple ways to engage with content.	Teacher is effective at providing students multiple ways to engage with content.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following, as applicable:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the lesson objective or support mastery of a variety of developmental goals during center time; students respond positively and are actively involved in the work. During center time, all centers include materials that encourage students to engage in a variety of experiences through student-directed play, as appropriate to students' ages and developmental levels, and all centers promote deep involvement in sustained play. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective or to the goal or purpose of the activity. All ways students engage with content promote student growth and development across language, cognitive, and social domains. For a whole group or small group lesson, these should also promote student mastery of the objective. During center time, most centers include materials that encourage students to engage in a variety of experiences (for example, mathematical, scientific, social, or linguistic) through student-directed play, as appropriate to students' ages and developmental levels. Most centers promote deep involvement in sustained play and include materials that students can access independently.

Notes:

1. In some kindergarten centers, particularly later in the year, students may be engaged in work that is less self-directed and more academic in nature. In these cases, if appropriate, an observer should disregard references to centers and assess a teacher based on the other descriptors in this standard.
2. Teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using other effective teaching strategies.
3. A teacher can also be given credit for giving students multiple ways of engaging with content even when all of the ways target the same modality or intelligence. For example, a teacher might show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.
4. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of engaging with content if the teacher shows a visual illustration but most students are not paying attention, or if the teacher asks students to model movements with their arms but most students do not participate.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective or to the goal or purpose of the activity.
- Some ways students engage with content promote student growth and development across language, cognitive, and social domains. For a whole group or small group lesson, some ways promote student mastery of the objective.
- Some centers include materials that encourage students to engage in a variety of experiences through student-directed play, as appropriate to students' ages and developmental levels.
- Some centers promote deep involvement in sustained play and include materials that students can access independently.

Teacher is **ineffective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective or to the goal or purpose of the activity; or, the teacher may only give students one way to engage with the content.
- Most or all ways students engage with content do not promote student growth and development across language, cognitive, and social domains or, for a whole group or small group lesson, do not promote student mastery of the objective.
- Few centers include materials that encourage students to engage in a variety of experiences through student-directed play, as appropriate to students' ages and developmental levels.
- Few centers promote deep involvement in sustained play and include materials that students can access independently.

Tools of the Mind Note:

1. Deep engagement is a primary goal of center time. Teachers should provide scaffolding to re-engage students in play with peers in the same center before switching centers. While students should not be forced to stay in a center that is not interesting to them because the teacher directs them to do so, the student's desire to switch centers is a cue that the teacher should provide scaffolding.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

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LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 5: CHECK FOR STUDENT UNDERSTANDING		
TLF-ECE T5	Teacher is highly effective at checking for student understanding.	Teacher is effective at checking for student understanding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding at all key moments. • Every check gets an accurate “pulse” of the class’s understanding. • The teacher uses a variety of strategies to effectively check for understanding. • The teacher seamlessly integrates information gained from the checks into the lesson as necessary, making adjustments to the content or delivery of the lesson as appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next activity during morning meeting or as students begin to engage in centers). • The teacher gets an accurate “pulse” of the class’s understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. • The teacher uses more than two strategies to effectively check for understanding (for example, questions requiring verbal responses, allowing students to respond non-verbally such as by gesturing or pointing, observation, or playing alongside students). • If a check reveals a need to make a whole-class adjustment to the plan for the lesson or meeting (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way.

Notes:

1. A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). As long as the teacher uses a variety of checks, including choral responses, calling on students with raised hands, calling on students who did not volunteer, and non-verbal checks that do not require students to speak, the teacher can attain an accurate “pulse” of the class’s understanding without checking with every student.
2. Students who are in the pre-productive stage of language development should be included in checks for understanding, using different modalities.
3. For some lessons, checking the “pulse” of the class may not be an appropriate standard. For example, if students are working in centers, the teacher can check in with some but not all students, as long as students working independently or with the teacher’s aide clearly do not require assistance. In these cases, the teacher should be assessed based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.
4. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, a teacher who only checks for understanding of directions, and rarely or never checks for understanding of content, should not receive a high score on this standard.
5. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the “pulse” of the class’s understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at checking for student understanding.

The following best describes what is observed:

- The teacher sometimes checks for understanding of content, but misses several key moments.
- The teacher gets an accurate “pulse” of the class’s understanding from most checks.
- The teacher uses only two strategies to effectively check for understanding. The teacher may attempt to use other strategies but may not do so effectively.
- If a check reveals a need to make a whole-class adjustment to the plan for the lesson or meeting, the teacher attempts to make the appropriate adjustment but may not do so in an effective way.

Teacher is **ineffective** at checking for student understanding.

The following best describes what is observed:

- The teacher rarely or never checks for understanding of content, or misses nearly all key moments.
- The teacher does not get an accurate “pulse” of the class’s understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding.
- The teacher uses only one strategy to effectively check for understanding. The teacher may attempt to use other strategies but may not do so effectively.
- If a check reveals a need to make a whole-class adjustment to the plan for the lesson or meeting, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.

Tools of the Mind Note:

1. In large group activities and some small group activities, the teacher should not call on one student at a time to answer, but encourage students to talk aloud, respond chorally, or talk with a partner. Teachers in a Tools classroom should not call on students one at a time for answers to questions until the last two weeks of the school year.

Examples of checks for understanding:

- Asking clarifying questions
- Asking students to rephrase material
- Calling on students individually from within groups
- Conferencing with individual students
- Drawing upon peer conversations or explanations
- Encouraging students to gesture, point, or select an image
- Having students respond on dry erase boards
- Moving around to look at each group’s work
- Observing students or students’ work
- Reviewing student self-assessments
- Scanning progress of students working independently
- Using role-playing
- Using “think-pair-share”



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

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LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS		
TLF-ECE T6	Teacher is highly effective at responding to student misunderstandings.	Teacher is effective at responding to student misunderstandings.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The teacher responds to almost all student misunderstandings with effective scaffolding. The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. The teacher addresses students' misunderstandings in ways that help students develop deeper understanding of content and develop strategies for addressing similar challenges in the future. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher responds to most student misunderstandings with effective scaffolding. When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking clarifying questions) rather than simply re-explaining a concept. If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding.

Notes:

- At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (for example, at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait.
- In some cases, it can be appropriate for a teacher to continue with the lesson even if a few students still do not understand. For example, some misunderstandings might be developmental in nature, and, as such, it would be appropriate for the teacher to continue with the lesson or activity rather than persist in addressing the misunderstanding.
- All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective, and thus succeed in addressing the student's misunderstanding.
- In an early childhood class, it is particularly inappropriate for a teacher to simply tell a student that he or she is incorrect without providing further explanation or scaffolding. When responding to misunderstandings, the teacher should try to ensure that the scaffolding exchange results in the student feeling a sense of accomplishment and efficacy rather than a sense of failure.
- If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as "Not Applicable."

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to some student misunderstandings with effective scaffolding.
- The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.
- The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Teacher is **ineffective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to few student misunderstandings with effective scaffolding.
- The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.
- The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using cue cards
- Using manipulatives or a hands-on model
- Using self-correcting materials
- Using “think-alouds”



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
TLF-ECE T7	Teacher is highly effective at developing higher-level understanding through effective questioning.	Teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> In most cases, students are able to answer higher-level questions with meaningful responses, as appropriate to their developmental levels. In some cases, students may pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. During center time, most students are engaged in activities that promote higher-level thinking. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher frequently develops higher-level understanding through effective questioning. Nearly all of the questions used are effective in developing higher-level understanding. The teacher uses a variety of questions.

Notes:

1. A teacher may ask higher-level questions in response to students' correct answers, as part of the delivery of content, or in another context. All of these uses of questioning should be included in the assessment of this standard.
2. A teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
3. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a thirty-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as "Not Applicable."
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. For example, during a story read aloud or a science lesson, a teacher should likely be asking questions to develop higher-level understanding much of the time. In contrast, during a review of letter sounds, a teacher should still be probing for higher-level understanding but might not do so quite as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
5. All of the techniques in the list of examples to the right can be effective ways of developing higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective question, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.
6. A teacher should provide students who have limited expressive language skills, or those who are second language learners, with alternative ways to respond to higher-level questions or prompts. In these cases, a teacher should promote higher-level thinking through the posing of problems and increasingly complex tasks, as appropriate to the student.

Tools of the Mind Note:

1. The objective of Story Lab activities is to answer a specific type of question, and students move from lower to higher-level questions over the course of the year. Each listening comprehension Story Lab activity has a specific focus written on a mediator card. Within one Story Lab, the teacher should not ask questions at a variety of levels, but instead should emphasize a specific type of question. A teacher should be evaluated based on her/his ability to use the specific questioning strategy identified for the particular Story Lab that is observed.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at developing higher-level understanding through effective questioning.	Teacher is ineffective at developing higher-level understanding through effective questioning.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher sometimes develops higher-level understanding through effective questioning. • Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students. • The teacher may repeatedly use two or three questions. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher rarely or never develops higher-level understanding through effective questioning. • Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking. • The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students questions to help them make connections
- Asking students to apply a new skill or understanding in a different context
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to identify problems or challenges and to identify possible solutions
- Asking students to make predictions and to explain the rationale for their predictions, as developmentally appropriate
- Asking students to reflect on and explain their reasoning
- Encouraging students to generate ideas
- Encouraging students to provide detailed descriptions
- Inviting students to apply their knowledge to identify solutions to problems
- Inviting students to consider consequences
- Posing a question that increases the rigor of lesson content or assessment
- Prompting students to make connections to previous material or prior knowledge



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 8: MAXIMIZE INSTRUCTIONAL TIME		
TLF-ECE T8	<p>Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</p>	<p>Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</p>
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. • Transitions are orderly, efficient, and systematic, and require little teacher direction. • The teacher consistently makes use of transitions and other aspects of the daily routine by engaging almost all students in learning and meaningful interactions. • Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • Students share significant responsibility for the routines, procedures, and activities of the classroom. • The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. • Transitions are generally smooth with some teacher direction. • The teacher consistently engages in meaningful interactions with students during transitions and other aspects of the daily routine (for example, toileting, snack time, family-style meals), using these times as learning opportunities. • Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • The teacher consistently creates systems through which students are able to share responsibility for the routines, procedures, and activities of the classroom. • The teacher spends an appropriate amount of time on each part of the lesson, activity, or experience. • Inappropriate or off-task student behavior rarely interrupts or delays the lesson. • The teacher addresses behavior when appropriate and does not unnecessarily correct behaviors that are developmentally appropriate for students. • The teacher sets clear and consistent limits and developmentally appropriate expectations. For example, it is clear to students when they are expected to raise their hands instead of calling out.

Note:

1. It can be appropriate for students to observe each other during lessons (for example, watching another student plan with the teacher), and this should not be considered idle or off task behavior.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.
- Transitions are fully directed by the teacher and may be less orderly and efficient.
- The teacher sometimes interacts with students during transitions and other aspects of the daily routine in ways that effectively promote learning.
- Students may be idle for short periods of time while waiting for the teacher.
- Students have some opportunities to share responsibility for the routines, procedures, and activities of the classroom.
- The teacher may spend too much or too little time on one part of the lesson, activity, or experience. For example, the teacher might allow one routine within the morning meeting to last too long or give students too little time to participate in centers.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.
- The teacher may sometimes address behaviors unnecessarily or may sometimes attempt to correct behaviors that are developmentally appropriate for students.
- There are some limits and behavioral expectations, but they are not always clear or are sometimes not applied consistently.

Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.
- Transitions are disorderly and inefficient.
- The teacher rarely or never interacts with students during transitions and other aspects of the daily routine in ways that effectively promote learning.
- Students may be idle for significant periods of time while waiting for the teacher. For example, student might be left sitting on the carpet with nothing to do while students go to the bathroom or wash their hands one at a time.
- Students have few opportunities to share responsibility for the routines, procedures, and activities of the classroom.
- The teacher may spend an inappropriate amount of time on one or more parts of the lesson, activity, or experience. For example, student might spend too long participating in direct instruction on the rug without opportunities for hands-on learning.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.
- The teacher may often address behaviors unnecessarily or may frequently attempt to correct behaviors that are developmentally appropriate for students.
- There are no clear limits and behavioral expectations, the behavioral expectations are developmentally inappropriate, or the limits and expectations are rarely applied.



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY		
TLF-ECE T9	Teacher is highly effective at building a supportive and learning-focused classroom community.	Teacher is effective at building a supportive and learning-focused classroom community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests and preferences. • Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. • The teacher provides support to help students solve their problems as independently as possible. • Students indicate through their actions and behaviors that they are applying the elements of a supportive classroom community by consistently treating each other with kindness and respect and by implementing positive conflict resolution strategies with or without the presence of the teacher. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Student comments and actions demonstrate that students are invested in their work. • The teacher consistently uses effective strategies to create a cohesive community within the classroom. • The teacher consistently conveys understanding of and respect for the unique characteristics of each individual within the community. For example, the teacher might provide opportunities for students to share their thoughts and ideas, and respond attentively and thoughtfully. • The teacher is consistently aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating. The teacher is consistently responsive and encouraging when students are excited, happy, or enthusiastic. • Students treat each other kindly. The teacher encourages students to consider the effects of their actions on others and comments thoughtfully on their behaviors. • The teacher provides meaningful positive reinforcement to students through the use of specific, objective comments that express what the teacher has noticed or appreciated about students' actions or behaviors. • The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in student thoughts and opinions. • The teacher consistently encourages students to identify and collaboratively work through conflicts or challenges.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at building a supportive and learning-focused classroom community.	Teacher is ineffective at building a supportive and learning-focused classroom community.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students are generally engaged in their work but are not highly invested in it. • The teacher sometimes uses effective strategies to create a cohesive community within the classroom. • The teacher sometimes conveys understanding of and respect for the unique characteristics of each individual within the community. • The teacher is sometimes aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating. The teacher is sometimes responsive and encouraging when students are excited, happy, or enthusiastic. • Students generally treat each other kindly, but there are some exceptions. • The teacher may rarely provide meaningful positive reinforcement to students, may do so for some students but not for others, or may not do so in a meaningful way. • The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students. • The teacher sometimes encourages students to identify and collaboratively work through conflicts or challenges. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students may demonstrate disinterest or lack of investment in their work. • The teacher rarely or never uses effective strategies to create a cohesive community within the classroom. • The teacher rarely or never conveys understanding of and respect for the unique characteristics of each individual within the community. • The teacher is rarely or never aware of and responsive to students who need additional support or who are disengaged, appear sad or anxious, or have difficulty understanding or communicating. The teacher is rarely or never responsive and encouraging when students are excited, happy, or enthusiastic. • Students may frequently be unkind to each other. • The teacher may never provide meaningful positive reinforcement to students, or may do so for only a few students. • There may be little or no evidence of a positive rapport between the teacher and students, or there may be evidence that the teacher has a negative rapport with students. This may be evidenced by the teacher's use of sarcasm or harsh tone, or by the teacher's embarrassing students. • The teacher rarely or never encourages students to identify and collaboratively work through conflicts or challenges.

Continued on next page



TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: TEACH

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because the student is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

Examples of ways to create a cohesive classroom community:

During **lessons and meetings**:

- Actively involving students in planning class projects
- Allowing and encouraging students to share responsibility for establishing the topic of discussion
- Conducting class meetings during which students share their ideas or challenges, or work together as a group to make plans
- Engaging students in discussion about shared experiences (for example, reflecting on recent projects or activities or discussing problems and their solutions)
- Involving students in creating class committees to work on specific projects that benefit the class
- Modeling caring and respectful interactions
- Providing opportunities for members of the classroom community to greet one another and recognize those members of the community who are not present

During **center time**:

- Encouraging students to develop self-regulation and a sense of initiative by allowing students to choose their own centers in which to work and play, as appropriate to students' ages and developmental levels
- Expressing interest in hearing students' ideas, opinions, and feelings
- Facilitating peer interactions such as sharing materials, working collaboratively, and supporting students in taking on roles in which they lead or follow
- Taking advantage of interactions with students during play in order to converse with them, build positive relationships, and gather information



Katie Rossman

TEACHING AND LEARNING FRAMEWORK — EARLY CHILDHOOD EDUCATION (TLF-ECE) RUBRIC: INCREASE EFFECTIVENESS

NOTE: In 2011–2012, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TLF-ECE IE1: ASSESS STUDENT PROGRESS		
TLF-ECE IE1	Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.	Teacher: 1) routinely uses assessments to measure student mastery of content standards; and 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).
TLF-ECE IE2: TRACK AND ANALYZE STUDENT PROGRESS DATA		
TLF-ECE IE2	Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least half of the students know their progress toward mastery.	Teacher: 1) routinely records the student progress data gathered in IE 1; and 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.
TLF-ECE IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA		
TLF-ECE IE3	In response to IE 2, the teacher: 1) re-teaches , as appropriate; 2) modifies long-term plans , as appropriate; and 3) modifies practice , as appropriate.	In response to IE 2, the teacher: 1) re-teaches , as appropriate; and 2) modifies long-term plans , as appropriate.



Bel Perez Gabilondo



Meaghan Gay

LEVEL 2

LEVEL 1 (LOWEST)

Teacher routinely **uses assessments** to measure student mastery of content standards.

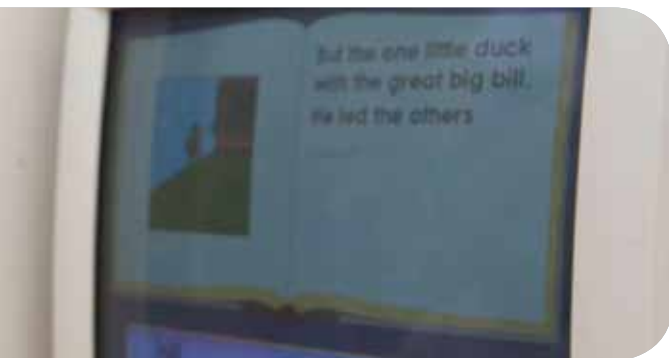
Teacher **does not routinely use assessments** to measure student mastery of content standards.

Teacher routinely **records** the student progress data gathered in IE 1.

Teacher **does not routinely record** student progress data gathered in IE 1.

In response to IE 2, the teacher **re-teaches**, as appropriate.

Teacher **does not re-teach**.



Michael DeAngelis



TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS)

What is Teacher-Assessed Student Achievement Data?

This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

What assessments can I use?

Assessments must be rigorous, aligned to the DCPS content standards, and approved by your school administration.

Why is this one of my IMPACT components?

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students.

How will this process work?

In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of

assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about TAS, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Meaghan Gay



TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

TAS
1

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Note: If a teacher uses more than one assessment, each will be rated individually and the scores will be averaged together.



Bel Perez Gabilondo



Michael DeAngelis

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.



Bel Perez Gabilondo



COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

CSC
1

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.

CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

CSC
2

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3: HIGH EXPECTATIONS

CSC
3

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

**This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.



COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

**CSC
4**

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

**CSC
5**

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).



Simona Monnatti



Meaghan Gay

LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



Bel Perez Gabilondo



SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

Measuring a school's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, SVA is a way of dealing with these challenges. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as students' prior skill level, the resources they have at home, or any learning disabilities they may have. In short, SVA helps us understand what the school did, apart from everything else. Because education is a team effort, almost all school-based staff — not just teachers — have SVA as a small portion of their annual IMPACT evaluation.

How does it work?

First, we calculate how a school's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with above-average SVA scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.

ACTUAL DC CAS SCORE (School Average)	—	LIKELY DC CAS SCORE (School Average)	=	SCHOOL VALUE-ADDED
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Who calculates the SVA scores?

DCPS has contracted with Mathematica Policy Research, a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and

many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

Why do we use the DC CAS for SVA?

The DC CAS is the only assessment used in DCPS that is: 1) aligned to the DC content standards; 2) administered securely; and 3) standardized, meaning it is the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Is SVA the same as Adequate Yearly Progress (AYP)?

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It doesn't take into account where students start the year. It also doesn't take into account external factors that may affect student learning. SVA, on the other hand, does.

Do school systems in other states use value-added measures?

Yes. Many school systems — including those in Chicago, Dallas, Milwaukee, Minneapolis, New York City, and Pittsburgh — either already use value-added measures or are developing them.

How is SVA calculated?

Before proceeding, it might be helpful to say a few words about our state assessment, the DC CAS. Scores on the DC CAS are reported on a 100-point scale. For example, fifth graders receive a score from 500 to 599. Similarly, sixth

graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the “5” in a score of 574 tells us that this is a fifth grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student’s performance. They are what we use to calculate SVA.

One more preliminary note might be helpful. Most teachers are familiar with the proficiency levels on the DC CAS: Advanced, Proficient, Basic, and Below Basic. Proficiency levels are created from the scale scores. For example, in 2010, any fifth grade student who had a scale score from 56 to 72 was considered “Proficient.” Though the proficiency levels are well known to teachers, they are not used for the SVA calculation. Rather, as noted above, we use the underlying scale scores. Doing so allows schools to receive credit for their students’ progress whether or not their students move between proficiency levels from one year to the next.

The following four-step description provides an overview of how SVA scores are calculated.

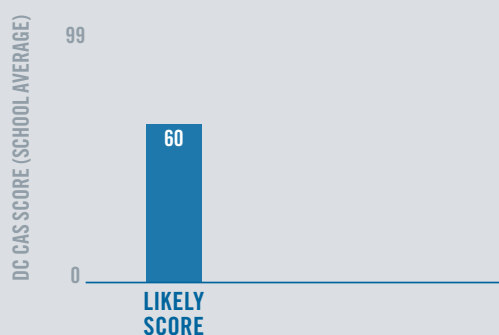
Step 1: Based on specifications determined by DCPS, statisticians at Mathematica calculate the average *likely* DC CAS score for each school’s students.

At the end of the year, after the DC CAS tests have been scored, statisticians at Mathematica calculate the average score that a school’s students were *likely* to have achieved by analyzing the performance of all students in DCPS. For example, if a student received a score of 20 on last year’s DC CAS, this student is likely to perform about as well as other students in the same grade who received a 20 last year. When determining a likely score for each student in a school, Mathematica accounts not only for prior test scores, but also for students’ free and reduced-price lunch status, whether

or not students receive special education services or are classified as Limited English Proficient, and how frequently students were absent during the previous school year.

Figure 1 shows the average *likely* score for the students of a hypothetical school.

FIGURE 1: LIKELY AVERAGE DC CAS SCORE — READING

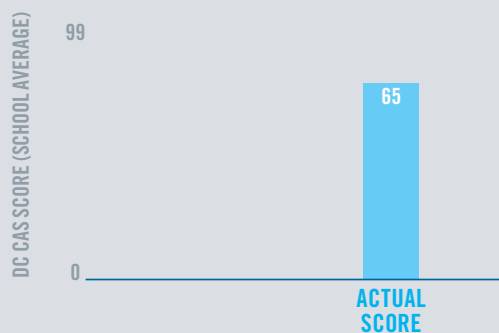


Step 2: Statisticians calculate the average *actual* DC CAS score for each school’s students.

This step is accomplished by averaging the actual scores of all of the students in a school at the end of the year, with each student weighted according to various factors.

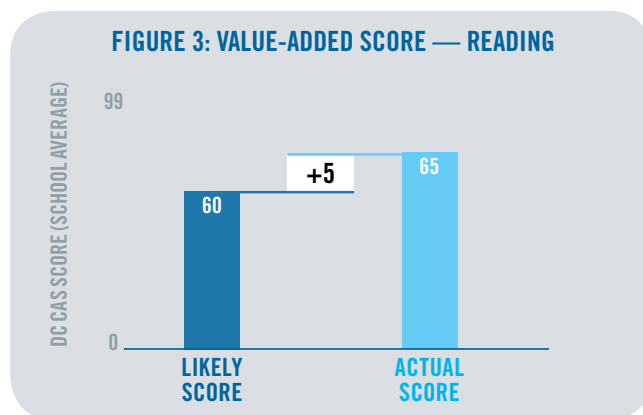
In Figure 2 below, the *actual* average for our hypothetical school is 65.

FIGURE 2: ACTUAL AVERAGE DC CAS SCORE — READING



Step 3: Statisticians subtract the average *likely* score from the average *actual* score.

The difference between how students actually perform and how they were likely to perform is the school's "value-added." Figure 3 shows this comparison for our hypothetical school. The students in this school have an average *actual* score of 65, which exceeds the average *likely* score of 60 by 5 points. Thus, this school has an SVA score of +5 ($65 - 60 = +5$). *In other words, being a student at this particular school, as opposed to the average DCPS school, translates into five more DC CAS scale score points for these students.*



Step 4: Based on specifications determined by DCPS, statisticians convert the raw SVA score into an IMPACT score.

The raw SVA score (+5 in the example to the left) is then converted into an IMPACT score on the 1 to 4 scale we use for all the other IMPACT components. Your school's SVA scores for reading and math are averaged together to calculate your school's overall SVA score.

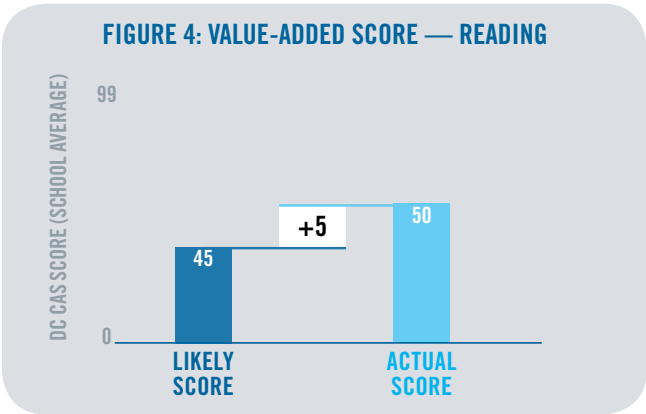
What factors are considered when calculating the *likely* average score?

Based on specifications determined by DCPS, statisticians at Mathematica consider each student's:

- DC CAS score from the previous year in reading and math;
- Eligibility for free lunch;
- Eligibility for reduced-price lunch;
- Special education status;
- Limited English Proficiency status; and
- Attendance from the previous year.

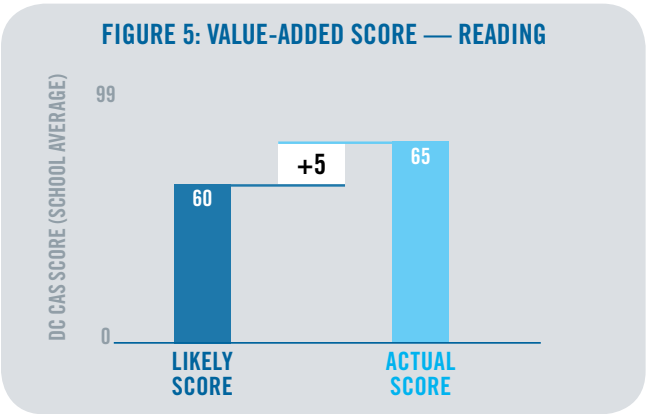
Can a school receive a high SVA score even if it fails to make Adequate Yearly Progress (AYP)?

Yes. AYP measures how many students in a school score Proficient or Advanced. SVA is a very different measure. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as the students' prior skill level, the resources they have at home, or any learning disabilities they may have.



Can a school receive a high SVA score if its students start the year at a very low skill level?

Yes. SVA takes into account the starting skill level of the students in a school. As Figures 4 and 5 demonstrate, two schools can have the same SVA score even if their students start the year at different levels. The average likely DC CAS score of the students in the school represented by Figure 4 is 45, while the average likely score of the students in the school in Figure 5 is 60. Both schools, however, would receive the same SVA score (+5).



Can a school receive a high SVA score if many of its students have IEPs or are classified as Limited English Proficient?

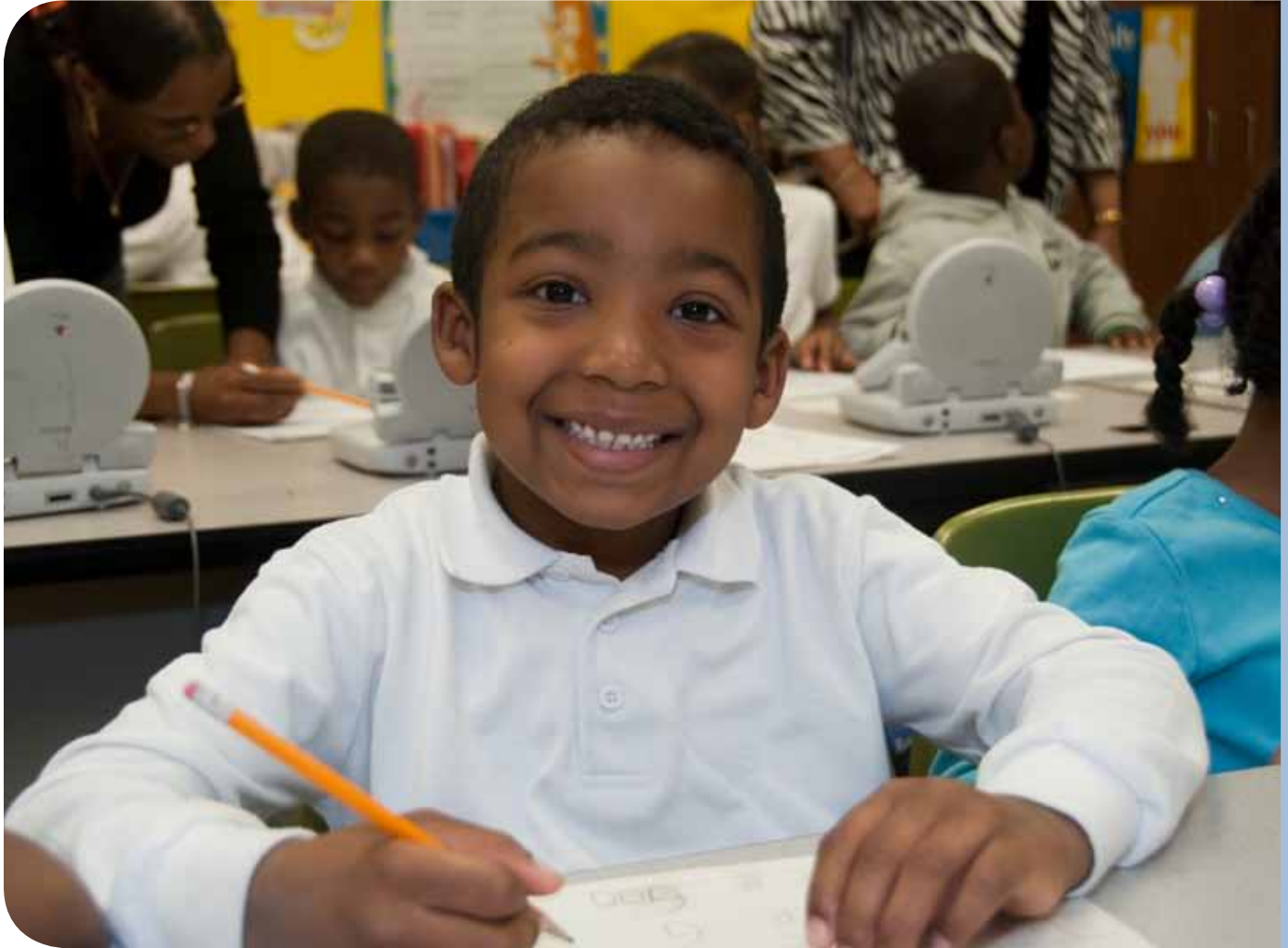
Yes. Statisticians account for these factors (and the others described previously) when calculating the *likely* DC CAS score for a school's students. What matters is the extent to which the students exceed their likely score.

Does a school need to have a minimum number of students to receive an SVA score?

Yes. DCPS requires that a school has at least 50 students with DC CAS scores from the previous year and the current year in order for it to receive an SVA score. We require this minimum to help discount the effect of unexpected occurrences during the testing period. For example, a student might have a disruption at home the night before the test that affects her or his test score and thereby distorts her or his school's SVA score. The effect of such an incident on a school's SVA score is likely to be greatest for schools with few students, so no school that has fewer than 50 students receives a SVA score.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Meaghan Gay

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score

for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis



CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.



SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

CURRICULAR RESOURCES

The Teaching and Learning Framework defines the *how* of effective instruction, and a key district focus this year is providing meaningful support to educators on the *what* and the *when*.

Over the next three years, DCPS will work towards a full adoption of the Common Core State Standards (CCSS) for English language arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we will provide scope and sequence documents, recommended texts, and sample unit assessments. We will also administer aligned, paced interim assessments, and you will have the opportunity to participate in structured data cycles to support you in using student achievement information to guide your classroom practice.

OVERVIEW OF THE DISTRICT'S THREE-YEAR ROLLOUT OF THE COMMON CORE STATE STANDARDS (CCSS)

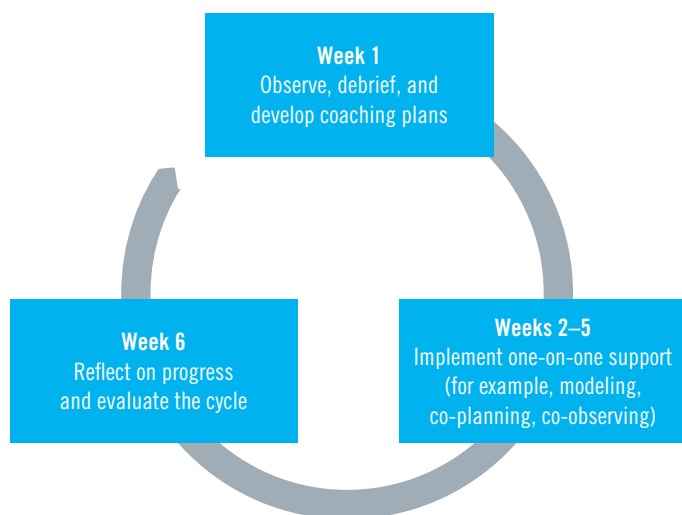
SCHOOL YEAR	GRADES/CCSS	IMPLEMENTATION PLAN
2011–2012	K–12 English Language Arts 6–12 Literacy Reading (LIT R) K–2 Mathematics	Implementation Focus: K–12 English language arts teachers will teach the ELA CCSS and K–2 math teachers will teach the Mathematics CCSS
		Professional Development Focus: Foundational Reading, Literature, Informational Text, Literacy Reading, and Mathematics CCSS
2012–2013	3–12 Mathematics 6–12 Literacy Reading (LIT R)	Implementation Focus: K–12 math teachers will teach the Mathematics CCSS, and social studies, science, and technical subject teachers will teach the LIT R CCSS
		Professional Development Focus: Mathematics CCSS
2013–2014	K–12 English Language Arts 6–12 Literacy Writing (LIT W)	Implementation Focus: Social studies, science, and technical subject teachers will teach the LIT W CCSS
		Professional Development Focus: Writing and Language CCSS

INSTRUCTIONAL COACHES

School-based instructional coaches will support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches will work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. See below for more information about learning cycles.

Learning Cycles

This year, all instructional coaches will facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development: support is extended over time, is targeted and specific, and includes ongoing follow-up.



“My instructional coach has helped me collaboratively plan with my colleagues. He has also helped me enhance my lessons by making them more rigorous with higher-order thinking questions.”

DIONNE HAMMIEL, TEACHER, BURROUGHS EC

“Our coach led a six-week intervention session during which the K–2 teachers met twice weekly during the morning block. We each identified a group of students whose progress was not sufficient in reading. We looked at DIBELS and TRC data to identify areas of weakness, and then we planned interventions for those students. Our coach helped us find resources and facilitated discussions on methods for teaching fluency and other skills. We all saw reading growth in our students.”

ALAINA FELDER, TEACHER, WALKER-JONES EC



MASTER EDUCATORS

Master educators provide professional development to teachers in multiple ways. During post-observation conferences (POCs), master educators and teachers discuss a recent lesson observation and identify strengths and areas for growth. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. In addition to POCs, master educators support teachers through individual professional development appointments, as well as group workshops and presentations to school staff.

“I am fortunate to have had the opportunity to work in a supportive environment where I have been able to learn and grow as an educator. All the master educators that I have come into contact with have been fabulous. I have learned so much from them, and their input has greatly impacted my classroom practice. My master educator’s ‘Super Six’ strategy has changed the way I approach reading comprehension.”

KHUDIJA AMJAD, TEACHER, BRENT ES

“I JUST GOT MY IMPACT ASSESSMENT. WHAT SHOULD I DO NOW?”

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It’s useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal’s job.
- View ‘Reality PD’ lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Observe a teacher who is strong in an area in which you’d like to improve. Ask your coach or principal for a recommendation.
- Access relevant resources from the online Educator Portal.

REALITY PD

Reality PD is an extensive library of more than 100 professionally-produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and will be a powerful professional development tool to drive even more great practice. For example:

- Teachers can view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during POCs, administrators and master educators may refer teachers to videos that are relevant to the teacher's particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

The video library will be housed on the new Data and Professional Development Platform, along with educators' IMPACT data, student data, and individualized professional development resources. The Platform is scheduled to launch in January 2012.



Victoria Tyson, School Without Walls SHS



Sabrina Malone, Houston ES



Tanya Copeland, King ES



Tiffani Turner, Houston ES



Scott Harding, Maury ES



Victoria Pearson, Stuart-Hobson MS



PD PLANNER

PD Planner is an online catalogue of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS, the Washington Teachers' Union, and other organizations. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

THE EDUCATOR PORTAL

The DCPS Educator Portal is a website where educators can learn about upcoming professional development opportunities offered by both DCPS and external organizations. Additionally, many departments in the DCPS central office maintain subpages on the Educator Portal to provide targeted information, resources, and professional development opportunities. The Portal also houses teacher-developed instructional resources, such as sample lesson plans and assessments, as well as information and guidance related to the Teaching and Learning Framework and IMPACT.

Access the Portal at <http://dcps.dc.gov/educators> from home or school, logging in using a DCPS e-mail address (first.last@dc.gov) and e-mail password.

FOR EARLY CHILDHOOD EDUCATION TEACHERS

The Early Childhood Education team, made up of instructional specialists and inclusion specialists, is working with all Title I schools on three focus areas for the 2011–2012 academic year: 1) the GOLD comprehensive child assessment system; 2) the creation of high-quality classroom environments for three- and four-year-old children; and 3) the expansion of the Tools of the Mind curriculum pilot.

Specialists provide individualized support to all Title I preschool and pre-kindergarten teachers through classroom observations and model lessons. They also offer school-specific technical assistance, attend grade level meetings, participate in instructional planning, and help schools differentiate professional development for early childhood teachers and aides.

Teachers are encouraged to regularly check the early childhood page on the Educator Portal (<https://sites.google.com/a/dc.gov/educators/groups/early-childhood>), which includes announcements, policies, and online resources. The National Association for the Education of Young Children (NAEYC) offers further professional development opportunities that are featured on their website at <http://www.naeyc.org>.

NEW TEACHER SUPPORT

All teachers new to DCPS are invited to attend New Teacher Orientation, a three-day training at the beginning of the year designed to familiarize newcomers with the Teaching and Learning Framework and district policies. In addition, new teachers receive mentoring support to meet their specific needs. Mentors conduct observations, help with data analysis and lesson planning, and guide teachers in reflecting on what's working, what's not, and how to improve.

"I've appreciated the ongoing support I've received from my DCPS mentor, not only because she comes each week and provides feedback, but also because, as a veteran teacher, she can help me navigate the ins and outs of the school system. She's a great resource."

JONGWOOK KIM, TEACHER, ROOSEVELT SHS

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

The Schoolwide Applications Model (SAM) aims to better integrate support services within schools. At schools participating in this program, SAM coaches support teachers during collaborative and individual coaching cycles and are available to work with all staff in implementing evidence-based best practices in the following areas: Positive Behavior Interventions and Supports (PBIS); Response To Intervention (RTI) for both behavior and academics; intervention plans for students with special needs; classroom management strategies; and data collection and analysis. In addition, the DCPS SAM team and national consultants are available to lead on-site trainings. To learn more, visit the SAM page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/sam-schools>.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program — research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtulocal6.org>.

“My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve.”

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Teaching and Learning Framework – Early Childhood Education (TLF-ECE)	3.7	x 75	= 278
Teacher-Assessed Student Achievement Data (TAS)	4.0	x 10	= 40
Commitment to the School Community (CSC)	3.5	x 10	= 35
School Value-Added Student Achievement Data (SVA)	3.3	x 5	= 17
TOTAL			370

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	175 Points*	250 Points**	350 Points***
			400 Points

**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating have another year to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo



IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate — in the boldest way possible — how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the free and reduced-price lunch rate of your school, you can earn over \$130,000 annually.

How does IMPACT*plus* compare with the previous compensation system?

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACT*plus*, a Highly Effective teacher has the potential to earn \$76,539 in her/his first year, and can achieve the maximum salary of \$131,540 in just nine years.

How does it work?

For teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU TEACH A "HIGH-NEED" SUBJECT	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	\$10,000	Additional \$10,000	Additional \$5,000	\$25,000
	59% or Lower	\$5,000	Additional \$5,000	Additional \$2,500	\$12,500

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student growth data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 educators with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, please log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Why do teachers of “high-need” subjects receive a special add-on?

“High-need” subjects like special education and secondary math are typically hard to staff. The add-on will help us attract and retain outstanding educators in these key areas.

How do I know if I teach a “high-need” subject?

For the 2011–12 school year, the following subjects qualify: special education, English as a Second Language (ESL), bilingual education, secondary math, and secondary science. If you are not sure if your subject qualifies, please visit the DCPS website at dcps.dc.gov/DCPS/impactplus.

If I teach multiple subjects, only one of which is “high-need,” do I still qualify for the add-on?

Yes.

Can I receive the add-on for teaching a “high-need” subject even if I am not in Group 1?

Yes.

Can I receive the add-on for being in Group 1 even if I do not teach a “high-need” subject?

Yes.

If I retire at the end of the 2011–12 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2011–12 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent teachers, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers’ retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, you will submit your decision by logging into the IMPACT database at <http://impactdcp.dc.gov>. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2012–13), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.



PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system. The size of the service credit will depend upon the free and reduced-price lunch rate of your school (see below).

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

An example might be helpful here. Let us suppose it is the end of the 2011–12 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of teaching. For the 2012–13 school year — your eighth year of teaching — we would actually pay you as if you were in your *twelfth* year (7 years + 5 years of credit).

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the *actual* number of years you have worked in the school system.

If I earned a Highly Effective rating last school year (2010–11), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2011–12 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate above 60%?

Yes. If one of your Highly Effective ratings is earned in a low-poverty school, you will only be eligible for the three-year service credit.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the increase in base salary.

What happens when I reach the highest salary on the master’s degree band?

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Thanks to your tireless efforts, we have made great progress over the past couple of years — but we still have a long way to go. Together, we must remain committed to our vision of this district as the highest performing in the nation, challenging ourselves to seek every opportunity for reflection, collaboration, and improvement.

While our expectations are incredibly high, they are not unreachable. Our students deserve nothing less.

NOTES



NOTES



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo



This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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